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ABSTRACT

A study was conducted to assess the effectiveness of El Camino College's Cooperative Career Education (CCE) program, which awards credit for on-the-job experiential learning related to a student's course of study. Surveys designed to obtain demographic data, information on course withdrawals, and perceptions of the program were distributed to 735 students enrolled in CCE during fall 1982, 56 CCE instructors, 13 counselors, and 19 college administrators. Selected findings, based on responses from 32% of the students, 71% of the instructors, and 69% of the counselors and administrators, included the following: (1) 23% of the students had dropped their CCE course; (2) over 80% of the students agreed or agreed strongly with 17 of 20 statements reflecting positive evaluations of various programs aspects; (3) 35% of the students did not feel that CCE had assisted them in being promoted or receiving a pay raise; (4) paperwork requirements and difficulties in contacting students were the primary instructor problems; (5) 22% of the counselors felt they had insufficient program information and 34% doubted CCE's academic integrity; and (6) administrator responses indicated a lack of knowledge about the program. The study report includes recommendations for CCE's improvement, item-by-item survey responses for each group, and responses to open-ended questions. (LL)

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EVALUATION OF THE POLICIES, PRACTICES AND PROCEDURES COOPERATIVE CAREER EDUCATION PROGRAM EL CAMINO COLLEGE JUNE 1983

Gene Kerstiens, Evaluator

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EVALUATION OF THE POLICIES,
PRACTICES AND PROCEDURES
COOPERATIVE CAREER EDUCATION PROGRAM

EL CAMINO COLLEGE
JUNE 1983

Purpose and Procedure

This evaluation constitutes the deliverable contracted on January 3, 1983. It utilizes the survey technique as basis for evaluating the effectiveness of the Cooperative Career Education Program at El Camino College.

In brief, the evaluation assesses a program that awards credit for experiential learning that accrues while a student is engaged in a vocationally or professionally oriented course of study at the College. A matriculated student who is enrolled in a course or courses related to his major or career goal is assigned a CCE instructor who assists the student in implementing and completing a training plan. Accordingly, the instructor

1) assists the enrolled student in writing achievable learning objectives to be completed on the job,
2) completes an on-site survey of the student's total work environment,
3) confers with the student's supervisor and secures his/her approval,
4) monitors the student's progress during the semester,
5) evaluates the student's achievement and awards letter-grade credit at the end of the semester.

Four constituent academic groups were surveyed:

1) 735 students who enrolled in CCE during the fall 1982 semester,
2) 56 Cooperative Career Education instructors in practice during the spring 1983 semester,
3) 13 counselors who serve students entering and/or engaged in the program,
4) and 19 first-echelon and middle-management administrators engaged in administrating the total instructional program of the College.

Each of the four surveys was designed to obtain

1) any pertinent demographic or actuarial data on respondents,
2) the strongest level of agreement as the preferable response,
3) and perceptions concerning the program by soliciting open-ended responses.

STUDENT SURVEY

General Experience

Surveys Mailed with Postage-paid Return Envelopes	735
Completed Surveys Returned	238
Undeliverable Surveys	19
Effective Ratio of Response	32%
Average Response Score for Items 1-20	1.66

Findings

Items A and B of the Student Survey collected data concerning student drop (see Appendix A, p. A1).

1) 54 respondents (23%) reported that they had dropped their CCE course.

2) 40 of them (74%) dropped during the first four weeks of the semester.

3) The 54 respondents who dropped listed 80 reasons for dropping; thus, many students registered multiple reasons for dropping.

4) Only 11 of the responses (13%) could be construed as attributable to a factor within control of the CCE program.

On Items 1-20 (see pp. A2-A4) all except #20 received a response score of 2.00 or higher indicating essential agreement and therefore preferable responses. Therefore, 35% of the respondents do not feel that the CCE course was instrumental in contributing to their being promoted or receiving a pay raise, and 25% of them have no opinion on the notion--occasioning the highest "No Opinion" response ratio in the survey.

Responses to Item 16 and 17 (see p. A3) are also worth note since they yielded relatively high "No Opinion" response ratios and relatively low levels of agreement.

Open-end Item 21, "What did you like most about the course?" produced a total of 136 responses (see pp. A5-A12), 71 of which can be grouped into four response categories of moment:

1) 37 students volunteered that obtaining credits (units) was the chief appeal of the course.

2) 12 students indicated that new learning experiences, expanded job opportunities, and greater professional achievement were course outcomes that they appreciated most.

3) 11 students valued the personal contact with the CCE instructor and the instructor's salutary effect upon their supervisor's attitude.

4) 11 students perceived that the course and/or course apparatus and procedures occasioned an improved employee-supervisor relationship and encouraged the supervisor to pay more attention to the employee's needs.

Open-ended Item 22, "What did you dislike or what needs improvement?" produced 73 responses (see pp. A13-A17), only 48 of which were negative or comprises criticism. Active responses can be categorized into three areas of concern:

1) 12 students felt that there was not enough instructor-student contact during the semester: responses suggested that students, supervisors, and the CCE instructor need to remain in closer communication.

2) 11 students expressed unhappiness concerning the final written report, suggesting that it was too bothersome, irrelevant, or too demanding.

3) 5 students expressed concern about the completeness, length, and/or overall effectiveness of the student orientation; however, responses were not usually specific enough to determine which orientation mode students were reacting to.

Implications and Recommendations

The 32% student response yielded by this mailing represents a respectable return and a research population that can be considered

representative. The average response score of 1.66 indicates that the program as a whole is quite successful from the students' perspective.

It would appear that close and continual instructor-student-supervisor communication is essential to the success of the program: students value this condition when it functions, and they sorely feel the need for communication when it is absent. Finding ways to encourage and ensure this condition, therefore, should be a priority of the program.

INSTRUCTOR SURVEY

General Experience

Surveys Distributed via Inter-office Mail	56
Completed Surveys Returned	40
Rate of Return	71%
Average Response Score, for Items 1-29	1.51

Findings

Only one of the response scores on the Instructor Survey indicated disagreement. Responses to Item 14 (see p. B2) yielded a score of 2.18, indicating that 33% of the instructors feel that students do not encounter unexpectedly high challenges or difficult assignments in their CCE courses.

Twenty-eight responses (see pp. B5-B6) were registered in answer to Item 30, "What do you like most about the CCE program?" Eleven respondents indicated that their involvement with the community, contact with the world of work, and their encounters with supervisors and other

personnel engaged in industry and professional endeavors was the most valuable experience enjoyed while participating in the program.

Twenty-five instructors responded to Item 31, "What do you dislike or what needs improvement?" Six of them felt that the paperwork involved in fulfilling their instructional duties was too burdensome, unnecessary, or complex. Seven respondents indicated they encountered much difficulty in contacting students at the beginning of the semester, especially irresponsible or unmotivated students or students who had not been made sufficiently aware of their responsibilities.

Implications and Recommendations

Responses to the Instructor Survey were overwhelmingly positive; therefore the pedagogical contingent of the program is essentially happy with policies, procedures, and outcomes. However, the responses to Item 31 together with the relatively low response score yielded on Item 27 would suggest that the CCE Office should review its paperwork requirements and procedures. Again, the lower than usual response score yielded on Item 29 reinforces the notion that instructor-student contact is critical to this program.

COUNSELOR SURVEY

General Experience

Surveys Distributed via Inter-office Mail	13
Completed Surveys Returned	9
Rate of Return	69%
Average Response Score, Items 1-16	2.02

Findings

There are seven areas in which counselors do not express strong agreement (see pp. C1-C3):

Item #4. 22% of counselors feel that the course/program information they receive is insufficient.

Item #5. 34% appear to doubt the academic integrity for CCE courses.

Item #12. A total of 66% of counselors feel that they are not commissioned to recruit or they have no opinion concerning this aspect--or issue.

Item #13. One third of the counselors are vague about or lack confidence in their knowledge of the program.

Item %14. Most counselors do not view CCE courses as a heightened opportunity to offer individual or personal attention to students.

Item #15. Nor do the majority of counselors perceive CCE students' motivation to learn in other academic courses to be appreciably enhanced.

Item #16. Nor, certainly, do counselors find the CCE student to be generally better motivated.

Implications and Recommendations

Given (1) the size of the school, (2) the communication gap that inevitably attends size, and (3) the work loads of counselors and CCE staff, perhaps counselors' perceptions that they are not sufficiently informed about the CCE program and its development (see Item 4) as accurate;

and possibly the stiuation is even unavoidable. Nevertheless, more energy and/or new strategies need to be exerted in an attempt to alleviate what is perceived to be a knowledge gap.

Counselors' responses to Item 5 indicate that either PR work needs to be employed or that some verification of course integrity needs to be pursued. The CCE staff as well as counselors might appreciate some basic research on this topic.

It is possible that policy concerning counselors' engaging in recruitment (see Item 12) could be easily clarified. At any rate, the fact that opinion on the process is divided is a problem that needs to be addressed. In the same manner, additional effort toward communication initiated by the CCE Office might well be the answer to discrepancies revealed in responses to Items 13 and 14.

Counselors' perceptions regarding student motivation (Items 15 and 16) may be accurate, although not particularly complimentary. It would be interesting--indeed, if not prudent--to perform some modest research that could help establish whether the program is a motivating influence.

ADMINISTRATOR SURVEY

General Experience

Surveys Distributed via Inter-office Mail	19
Completed Surveys Returned	12
Rate of Return	63%
Average Response Score, Items 1-11	1.37

Findings, Implications, and Recommendations

Administrator responses to Items 1-11 are interesting and informative in that the "No Opinion--Does not apply" category is heavily scored. Such lack of opinion or inclination may well be deemed inevitable--even desirable in some cases. However, with respect to Items 2, 7, 9, 10, and 11, the CCE Office might want to consider whether indecision on certain topics is preferable, and, accordingly, take the appropriate steps to influence opinion.

Open-ended Item 12 "What do you like most about the CCE program?" yielded nine written responses. Significantly, six of the responses emphasized or at least included the notion that student/instructor contact with the world of work and the practicality of sustaining contact with community-based business and industry was a salutary feature of the program.

EVALUATIVE SUMMARY: BOTTOM LINE

The four administered surveys yielded overwhelmingly positive results. There is every indication that the CCE program is healthy and can be considered a successful, viable instructional component of the College. This evaluative strategy has not, then, revealed problems or conditions that, at the moment, are serious, critical, or imminently damaging. Moreover, certain positive features of the program have been illuminated and/or reaffirmed so that they can be identified as qualities that need to be sustained--or even protected.

But as the CCE program looks to improvement and at areas with problem potential, the following matters for concern have been identified:

(1) Both students and instructors perceive that sustaining close student-instructor-supervisor contact is a problem for a significant number of individuals; some strategy needs to be employed to assure the condition of optimum contact, which appears to be essential to the program's effectiveness.

(2) There is a need for review of instructor paperwork requirements and procedures with an eye to simplifying the process or attenuating the volume.

(3) Some policies regarding the counselors' and instructors' roles should be reviewed and/or clarified.

(4) Modest research should be employed to substantiate, clarify, change or otherwise influence the opinion of instructors, counselors, and administrators who presently harbor doubts about the program's policies and procedures and who may have some questions about course integrity.

(5) Strengthened communication with counselors is in order.

(6) Areas in which administrators indicate lack of knowledge concerning the program should be reviewed with an eye to their remedy.

STATISTICAL SUMMARY

Student Survey: Cooperative Career Education Program
Fall 1982

D I R E C T I O N S :

If you did NOT complete the Fall 1982 CCE course in which you enrolled, please complete ONLY the items in the following box. Thank you.

A-1

A. I dropped the CCE course (check one) 40 during the first four weeks

14 after the first four weeks

B. My CHIEF reason for dropping the course involved a problem or conflict concerning

1	my instructor	3	my supervisor	11	a career change
7	my class schedule	11	a personal/financial matter	8	a misunderstanding of the program
19	my work schedule	0	transportation		

__ OTHER: (please explain) 20* (see p. A-5)

_____

APPENDIX A

If you DID complete your Fall 1982 CCE course, please check the box that best represents your answer to each item below.

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion- Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
1. The orientation I received prior to starting the CCE program gave me a clear understanding of the purpose of the course and how the program works.	62	34	103	57	6	3	1	1	9	5	1.69
2. My contact with the CCE office staff was helpful and effective.	56	31	102	57	6	3	2	1	14	8	1.72
3. I would recommend the CCE program to another student.	108	62	62	36	3	2	0	0	1	1	1.39
4. If I had the semester to take over, I would enroll in a CCE course again.	99	55	70	39	5	3	3	2	2	1	1.50
5.-10. My CCE instructor...											
5. effectively answered any questions I had about the course or directed me to where I could get an answer.	100	55	72	40	8	4	1	1	0	0	1.50
6. was helpful in refining the objectives that I had written on my worksheet.	97	54	71	39	8	4	2	1	3	2	1.52
7. visited with my supervisor at least twice during the semester.	96	53	63	35	9	5	3	2	10	6	1.53
8. was available to consult with or advise me during the entire semester.	96	53	71	39	5	3	3	2	6	3	1.51
9. together with my supervisor, arrived at a grade that was fair and appropriate.	99	55	62	34	8	4	3	2	8	4	1.50

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
10. assigned a written paper, report, or summary that I submitted as part of the course work.	97	54	71	40	5	3	0	0	5	3	1.47
11. My opinion of the program grew more positive toward the end of the semester or after completing the CCE course.	63	35	85	47	11	6	4	2	16	9	1.73
12. The Handbook provided explanations and contained forms that were understandable and useful.	62	35	104	58	4	2	3	2	6	3	1.70
13. Taking the CCE course afforded me enriching or valuable on-the-job learning experiences, training, or opportunities that I otherwise would not have had.	75	41	76	42	19	10	2	1	9	5	1.70
14. My supervisor was cooperative in seeing that the objectives for the course were attained or exceeded.	79	44	87	49	7	4	0	0	6	3	1.58
15. My supervisor feels that the CCE course was valuable.	69	39	85	48	5	3	2	1	16	9	1.63
16.-20. Taking the CCE course has...											
16. helped me to become more certain of my career goals.	50	28	92	51	22	12	0	0	16	9	1.83
17. enhanced my motivation to engage in other courses on campus.	43	24	83	46	26	15	1	1	26	15	1.90

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
18. improved my performance on the job.	69	39	81	46	17	10	0	0	11	6	1.69
19. contributed to my receiving a superior on-the-job evaluation.	65	37	70	39	20	11	3	2	20	11	1.75
20. contributed to my receiving a pay raise or job promotion.	28	16	41	23	52	29	11	6	45	25	2.35

21. WHAT DID YOU LIKE MOST ABOUT THE COURSE?

[136 total responses: see pp. A6--A12]

22. WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

[73 total responses, 48 of which were negative: see pp. A13--A17]

STUDENT: MY CHIEF REASON FOR DROPPING THE COURSE (OTHER)

I could not be guaranteed of enough hours to comply with the program.

I did not attend any class; after seeing a counselor I found out I did not need the class.

Major surgery, not anticipated at sign-up for class. Also thought class a little misleading; sort of a repeat of Eng. IA but not as disciplined.

Responsibilities at home.

I did not participate in CCE because of personal problems.

I felt the program coordinators were very unorganized. I received several different answers to the same question and could not resolve any of my problems or questions due to the lack of information.

I was not able to get on the waiting list for the Cobol programming class and was forced to drop my class and the CCE course. I am, however, now in a D.P. class at last. Would like to re-enroll in your CCE program. Please send me necessary forms to apply again.

I was not able to enroll in a fire science class. I was on the waiting list.

Due to nine hour limit, unable to continue.

Dropped my other Q.C. class so I did not have any credits to continue CCE. The instructor did not teach anything from the book. If you missed a class, there was no way to catch up on what you missed.

The reason I didn't sign up is because I wasn't sure about keeping my present job.

I thought it would entail no added burden.

Dropped out of school, was working full time and no longer desired night school.

Personal problems with boss.

Chicago closed our L.A. office.

Due to the recession, my company laid off many people. My project was to involve supervision, but I am no longer a supervisor.

I did not need any more units in my field.

Illness.

I was not in a position to follow the course as I was attending school.

After weeks went by, I completed 2 of the goals and after I was forced to resign.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

It helped me to define and obtain objectives. It helped by giving me more motivation and linked my job skills with school credit. I think that it is great that it brought the two together.

The booklet outline is great. It is just too bad for me that my boss and instructor could not get together at first and really make it work.

It was easy to receive four credits.

The relationship between my instructor and me. Also, the relationship that grew between my supervisor and me.

The credits and my CCE instructor.

It initiates a positive mode between supervisor and employee; getting to know one another on a personal and professional level.

It forced me to learn or improve job knowledge.

It made me realize that my job responsibilities could be improved to some degree. I'm glad I enrolled in this program.

It enabled me to learn other things in the company that I otherwise would never have learned.

The opportunity to prove my skills and capabilities on the job.

The course needs to put the will of the student at work; also, makes the student become more conscious about things in the job that otherwise will be regarded as unimportant. Also, you (the student) becomes more inquisitive.

The fact that I was learning more on the job, getting paid for it, and earning college credits.

The opportunity to earn units.

The working and achieving of my goals.

I like the idea of my boss taking part in my interests. I was called in and for once he was a human, he really talked to me.

The opportunity to gain credit at school for what I learn at work; the opportunity to fulfill a challenge in an unlearned area.

The fact of setting goals and writing my responsibilities on paper helps to realize and recognize job duties.

It made me more aware of the importance of written agendas, formats, etc.

It was fun.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

My instructor was very helpful.

Setting the objectives and meeting them, as well as the papers.

This course gave me a real taste of the career I was preparing for academically; an invaluable experience.

It gave me the opportunity to do something different at work and learn new things.

Flexibility - allows classroom credit without interfering with work.

Not very time consuming.

Being able to work with my supervisor more closely and gaining credits.

The flexibility of choosing variable goals.

Good idea.

Giving students three objectives to learn.

It's motivation to research, in greater depth, avenues of my profession; hence yielding to me a stronger command of my profession.

The opportunity to have one's work record in your transcript. I taught a marching band and I feel this proof will look good on a resume.

The units.

It forced me to write specific, measurable goals that could be followed and obtained.

The instructor, Mrs. Jones, was very helpful and showed a sincere interest in the student. It is a great program to give credit for working students.

I couldn't really pin down one thing. I really liked the entire course in general.

It brought to my supervisors attention that I was going to school and sharpening my skills. I also liked the classification raise I received.

Opportunity to gain college credit for the additional job duties I performed.

The ability to work with my supervisor to better define goals within my job description. This is difficult after six years of employment here.

Made me aware of many things around me.

Increased my motivation for doing well on the job; put certain things in better perspective.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

It helped me realize my goals and helped me spot my weaknesses while on the job. After realizing my weaknesses, I gradually improved to make myself a better employee.

The opportunity to get credits while working in the field of my major.

Setting objectives (other than your work objectives) enabled me to pursue areas that otherwise I might not have thought of pursuing.

It provided me the chance to make my own decisions on my projects.

It helped me learn new duties at work where I wouldn't have gotten if I just worked there.

It didn't interfere with my schedule.

Motivated me to try to reach goals I set for myself.

Working with the goals that we arrived at and succeeding in them.

The idea that you can work and receive units for it.

The course gave learning experiences (on-the-job) while earning credit at ECC. The objectives also gave me goals to shoot for.

The written report I was assigned was very helpful to me personally - something I needed to do but never got around to it. The attitude and helpfulness of my CCE instructor.

Gave me the opportunity to work closer with my supervisor and make my supervisor aware of my interests and capabilities.

Extra initiative required at work.

Gave me more motivation at work.

The project I had to do and the credits I received.

It brought my schooling and my job together to help my employer understand me and my objectives better.

The course gave me an incentive to take on new challenges.

My job is being an intern at a top radio station. Their policy allows one to participate as an intern ONLY if college credit is obtainable, so I wouldn't be where I am if CCE didn't exist.

It gave me a way to earn college credit while on the job at ECC.

I learned more about my major and made it easier to understand my supervisors position.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

The course is going to help me on the job.

Put me in a time frame to accomplish some goals I had set for myself.

Taking on new and challenging assignments at work.

Being able to get units for working with minimum effort.

I was able to look into my job more objectively and work toward a goal.

It gave me an opportunity to learn new skills on my job. It also gave me incentive to do well at these tasks. Also, Mr. Hase is an excellent instructor.

Being able to discuss with my supervisor my career goals and finding out that she was positive and encouraging toward my objectives.

The instructor was very helpful in explaining both the ideas of the book's intent and also in helping me make certain conclusions about the course.

Being able to earn credit while learning for projects necessary for my job.

The extra units.

I like organizing and planning my objective goals.

It gives me a great opportunity for growth and advancement of work experience.

I was able to continue my college education away from the campus and in my field of work.

Four units and the ability to move up on my job.

The opportunity to receive on-the-job experience and a given number of units for this accomplishment. I think it is great!

Credit and teacher contact with one's boss.

It helped me take a more serious and understanding role in my job. It made my supervisors aware of my studies.

The opportunity to take more units and use my job in combination with my education.

It was simple and inexpensive.

The course helped me to tune in to the fine points of teaching.

Trying to reach my objectives each month.

It was easy.

Pushed me into fields of job improvement. Helped me obtain a better chance of advancement.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

Being able to talk to the instructor about problems that arose.

The hours.

The grade I received and the four units I gained.

Good experience and a chance to really see first hand if you are in the right field.

Being able to get credit for on-the-job experience. It was helpful and enjoyable.

It made me work harder and strive for better goals.

The chance to prove to myself and others that I was (am) improving.

It enabled me to be involved in projects at work that weren't a normal part of my job.

My instructor was very enthusiastic.

Being able to receive credit for working or having job training for your chosen field.

It helped me to realize what needed improvement where I work. I succeeded in doing this.

The instructor's personal attention for my needs as a student.

Learning about other people's difficulties which need stress release methods of solving problems.

I have been in professional management for two years. The course is great in getting through necessary credits with pertinent experience.

The opportunity to learn more at work.

Afforded the opportunity to further my on-the-job training and afforded the chance for extra credit.

Gave units.

Even though I was not able to participate, I feel the course is a valuable tool in opening communication between supervisor and employee. An employee can distinguish his goals along with the supervisor and also find out what the company goals are.

Having extra goals when working on the job.

My CCE instructor's performance and follow-up in helping me during the course.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

The instructor's concern made the program work.

The collaboration of my instructor, my supervisor, and myself in the goal setting process was quite a success.

Setting my own time limits.

The new things I learned and the opportunity to get to know myself better.

The opportunity to receive college credit for my on-the-job experience.

The organization and coordination between the CCE instructors and on-the-job supervisor.

The challenge.

That my job-related learning skill was used to teach me.

I liked being able to get credit for extra assignments on the job. It enabled me to get to know my manager better.

It helped me to define some of my job objectives and set limits for completion.

Freedom to choose my own objectives on the job.

Student/instructor communications as to what is required.

That it is available to those that need it.

Gave me an opportunity to learn new job skills and earn school credits. Also had a great instructor, Miss C. Denova, very helpful.

Being able to double my credit career.

I had the advantage of learning many skills you would normally not be able to do in the short time I have been on my job.

It had an opportunity that I never thought were available.

Ability to set one's own goals/objectives and work toward them in a systematic/academic approach with a neutral supervisor.

CCE helped me to gain human relations with my supervisor, as well as progress productively on the job.

Not having to come to class everyday, and I also had the opportunity to move at my own pace.

STUDENT SURVEY: WHAT DID YOU LIKE MOST ABOUT THE COURSE?

It gave me the opportunity to learn more at my job for future promotion.

Gave me added inspiration to take on new projects at work and work harder at them.

It's an excellent way for a working student to earn more credit and achieve his goals both in career objectives and at school!

Showed my supervisor I was ambitious and motivated me to take more classes.

It gave me an opportunity to learn more about the department that I'm presently working in.

The cooperation given by my supervisor, his willingness to make this program a learning experience for me.

The opportunity to receive course credits while working towards a goal.

It helped me to improve myself and skills in becoming a better person.

Working independently.

I think that vocational job training experience is so important. It's great to have an opportunity to be graded and earn units for the experience.

I like the idea of the course most. It gives a student who can't go to school full time a chance to earn credit while working toward their major, and it's not just a free ride.

The freedom to choose a goal that was important to me.

I felt the course had a strong reflection on my job duties, which enabled me to get a promotion on the job.

STUDENT SURVEY: WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

My grade: A earned! B received.

Loved the opportunity to enroll in this program - didn't dislike anything.

Unavailability of any sick days; puts a lot of stress on each of us. The strick policy regarding make-up for sick days - has to be done in one lump in one day. It's very difficult for working people to find a day to complete one day make-up.

I had problems contacting my instructor at one time, but everything got worked out just fine.

Note Mrs. Berger kept about my personality.

A meeting of the principals half way through the course could be helpful.

There was nothing that I disliked about the program. I see no need for improvement.

Instructor contact - there should be more prescheduled meetings.

There needs to be more check-ups on the students enrolled, especially those that are self-employed such as myself.

Did not like having to reach three goals. I think that, in most cases, one goal would be sufficient.

It's fine!

No written report at the end of the semester - don't like that.

I don't know why we needed to buy the CCE book; we could just put our hours on a card and have the supervisor sign it.

I disliked having to remember to turn in the hour cards each month. Sometimes you forget.

Nothing I can see; I thoroughly enjoyed this program!

I think the CCE program is very carefully laid out for each student individually.

I think the CCE program is a great program; I hope it will not get discontinued.

Last semester - none. This semester I don't have a class with my CCE instructor and having a hard time getting together with him.

No pay on the job and no encouragement on assertiveness on asking for pay on work done. It was volunteer work, hopefully leading to employment.

STUDENT SURVEY: WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

I don't think the written paper is necessary.

The course did not benefit me. The video tapes were in poor shape and did not relate to job needs. This is a poor and cheap way for someone to get credits.

The fact that I have not received my final grade or comment on the final paper submitted on the CCE program.

Nothing.

Instructor needs to try to contact supervisor a little more.

Nothing.

My only recommendation is to get more students interested in the program.

I felt the whole program is run fine.

My employer needs to be more helpful.

My supervisor was jealous that I was trying to succeed.

Could not receive VA benefits from the course as it was not required of my major - administration of justice.

Time period.

I feel that the CCE supervisor should give the correct information about the course. I was told that this course was transferable to a university. I was enrolled in this program for one year and my units did not transfer. This makes me very angry because it really made a difference. This leads me to believe that either the supervisor was misinformed or did not tell the truth. If I would have known the truth, I would have taken something else.

None.

The class was only once a week, and I would think it easier to get full benefit of the course if it were held at least twice weekly.

The variety of instructors and assignments available made it hard to determine how your instructor would conduct it. Comments from other friends who had different instructors showed my that my instructor was one of the more demanding ones. I think it should be more consistent as to the requirements and strictness of the instructor.

There should be a little more contact between student, instructor, administration and student's supervisor.

STUDENT SURVEY: WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

The only thing I dislike is the fact that one of my credits was taken away from me because I live outside the district.

Nothing at all.

I think that the student and teacher should meet more often to talk about the objectives and to discuss the problems you may encounter.

A more accurate account of hours recorded as there was an error in my total for CCE units earned.

It was difficult to get my final report in just days after the vacation.

I was shorted two credits and had to have that straightened out.

Perhaps a little more required contact with the instructor.

Nothing - I had an excellent CCE instructor who made herself available at any time and I felt I could go to her with any questions or problems I might have had.

My instructor was the worst! There was no motivation and no real effort on his part. This really upset me as far as earning my units but I guess I can't complain because he gave me four units.

It would have been good for me to have my instructor tell me what I need to improve on in my job through his correspondence with my supervisor.

I cannot see any need for improvement at this time.

A better evaluation system to see that the student is actually doing his objectives. Have a way of checking to see if instructors are doing their part too.

I was a photography CCE student and I feel that the instructors need a more varied knowledge about all aspects of photography, not just photo journalism.

None.

I have taken the course twice. The first time was much better than the second. It was due to the instructor. Martinelli was excellent while Fletcher was fair.

Nothing that I saw.

Better communication during registration with knowledgeable people present.

Not enough students are familiar with the CCE program.

I think everything is good. However, a good, interested, and concerned instructor is important. They should be chosen carefully.

I had no negative feelings about the course.

STUDENT SURVEY: WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

Nothing.

No complaints. An excellent, well thought out program.

The homework.

None.

None.

The initial orientation was too long and geared toward elementary intelligence level.

None.

I feel the written report should be changed to something more job related. A paper on the evaluation of goals would seem more effective.

I wanted my supervisor to allow me more available time during work to achieve my goals.

I would say that students who do not have will or characteristics of self-discipline and self-starters will need greatly the more frequent guidance of the college instructor. The instructor will have to contact the student frequently to give opinions and advice.

In my opinion, nothing. My CCE instructor was very helpful (Mr. Simoncini).

Being required to write 1½ page reports of video tapes which did not have 1½ pages of noteworthy information.

An improvement on the communication with teachers and students. Maybe setting up a schedule so that one will know when one is on campus and the time.

Nothing.

The disorganization in the main office. As I have stated, I completed all work required of me and was not credited accordingly. (Mr. Bosler)

Nothing

I have no disagreements with the CCE program at El Camino. I strongly support the program.

STUDENT SURVEY: WHAT DID YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

I feel the orientation in the beginning needs to be improved. I wasn't told about the book or where to get it. I was shown video-tapes for veterans at first and it wasn't until I saw my instructor did it get straightened out.

The orientation meeting schould be conducted in a much more concise (short and TO THE POINT) manner.

Feedback from instructor on goals to the student directly.

There is not anything that I dislike but I think that a mid-refresher students' class could be added so students could know in what areas they need to improve more.

The final outcome? Credits were given in welding, which was a mistake.

CCE instructor active interest and participation was totally non-existent.

STATISTICAL SUMMARY

Instructor Survey: Cooperative Career Education Program
April 1983

Please check the box that best represents your answer to each item below.

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
1. The orientation students receive prior to engaging in the CCE program provides them with a clear understanding of the purpose of the course and how the program works.	7	18	28	70	5	13	0	0	0	0	1.95
2. The service you receive from the CCE Office staff is helpful and effective.	27	68	12	30	1	3	0	0	0	0	1.35
3. You would recommend the CCE program to colleagues who express an interest in managing CCE courses.	20	50	19	48	1	3	0	0	0	0	1.53
4. You feel confident in explaining the goals and philosophy of the CCE program to other faculty or staff who might ask questions.	24	60	15	38	1	3	0	0	0	0	1.43
5. You recommend the CCE program to students who qualify.	31	78	8	20	1	3	0	0	0	0	1.25
6. You perceive student recruitment as part of your duty.	22	55	15	38	2	5	1	3	0	0	1.55

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
7. You effectively answer students' questions about the course or direct them to a source that can supply the answer.	30	75	10	25	0	0	0	0	0	0	1.28
8. You are effective in helping students to refine their objectives that appear in the Training Plan.	26	65	13	33	1	3	0	0	0	0	1.38
9. Before finalizing student objectives in the Training Plan, you review previously pursued objectives of continuing (repeat) CCE students.	16	40	16	40	6	15	0	0	2	5	1.74
10. You contact CCE students' supervisors at least twice during the semester.	27	68	13	33	0	0	0	0	0	0	1.33
11. Supervisors' input is helpful and appropriate when it is time to arrive at a final grade.	28	70	12	30	0	0	0	0	0	0	1.30
12. Typically, you assign a written paper, report, or summary that students submit as part of the course work.	32	80	7	18	0	0	1	3	0	0	1.25
13. Your opinion of the program has grown more positive as you have continued to work in it.	29	73	9	23	1	3	0	0	1	3	1.28
14. Completing all the objectives for a CCE course is more demanding than students anticipate.	6	15	20	50	13	33	0	0	1	3	2.18

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
15. Taking a CCE course affords students with enriching or valuable on-the-job learning experiences, training, or opportunities that they otherwise would not have.	26	65	14	35	0	0	0	0	0	0	1.35
16. Supervisors are cooperative in seeing that student objectives for a course are attained or exceeded.	20	50	20	50	0	0	0	0	0	0	1.50
17. Students' supervisors feel that CCE courses are valuable.	25	63	15	38	0	0	0	0	0	0	1.38
18. Visitation to the student's work-site is requisite to legitimately fulfilling your responsibility as an instructor.	30	75	7	18	3	8	0	0	0	0	1.33
19. When necessary or helpful, you discuss the CCE program with students' supervisors.	27	68	13	33	0	0	0	0	0	0	1.33
20. More than in other instructional situations, CCE courses afford you an opportunity to give individual, personal attention to student clients.	14	35	20	50	5	13	0	0	1	3	1.77
21. Your division dean is knowledgeable about the CCE program.	15	39	18	47	0	0	0	0	5	13	1.55
22. Your division dean is enthusiastic about the CCE program.	11	28	15	38	1	3	0	0	12	31	1.63
23. Your experiences with the CCE program have been instrumental in enriching or improving other courses you teach.	18	45	16	40	3	8	0	0	3	8	1.59

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
24. You perceive your role as an opportunity to provide a liaison between the business/ professional community and the College.	24	60	16	40	0	0	0	0	0	0	1.40
25. The Handbook provides explanations and contains forms that are understandable and useful.	21	53	17	43	2	5	0	0	0	0	1.38
26. Recompense for managing CCE courses is fair and equitable.	13	33	23	58	2	5	1	3	1	3	1.77
27. The paper work associated with managing a CCE course is efficient and effective.	9	23	28	70	2	5	0	0	1	3	1.82
28. The two scheduled meetings with CCE students is usually sufficient to sustain the relationship needed.	11	28	25	63	4	10	0	0	0	0	1.83
29. Periodic reminder and information memos from the CCE Office are meaningful and helpful to you.	21	53	19	48	0	0	0	0	0	0	1.48

30. WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

[28 responses: see pp. B5--B6]

31. WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

[25 responses: see pp. B7--B8]

INSTRUCTOR SURVEY: WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

Working with student/employees and their supervisors on current basis.

This program is well run and thought out!

Opportunity for contact with pros in the community.

Contact with the Business Community.

Opportunity to see what is happening in the industry.

Money.

Opportunity to meet with students one-on-one and to meet and talk with supervisors who work in different business fields.

Encourages self-iniative and aids in student maturation process.

Visits made to student work stations.

Observing work relationship re; supervisor/subordinate.

Visiting the plants.

Extends the "open door."

The opportunity to meet with employers - in re to job openings.

The opportunity to help students become more proficient in their job.

Contacts with industry.

The opportunity the student receives of on-the-job training (exposure).

Yuri's smile.

Relationship with world of work.

Contacts in industry with supervisors.

Keeping up with the real world.

Opportunity for students to gain credit for job experience.

Student work-site visits.

Opportunity to work with students and supervisors keeping me up to date on trends in professions that are used when teaching classes.

APPENDIX B

INSTRUCTOR SURVEY: WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

Tony Thele, a chance to visit classrooms since it helps me keep up with latest trends in education (vital for teaching psychology).

Visiting employers.

For me, the opportunity to keep current in my field, made possible by the visitations.

Broadens my scope in the education field.

Credit given to students for work experience.

INSTRUCTOR SURVEY: WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

Paperwork/forms/time sheets - not always applicable.

Some students who sign up for the program don't know what they are signing up for.

A better screening before letting students in so as to not have so many drops. (I phone and re-phone, which takes a lot of time, yet no money for me.)

The driving. Getting the student to make an appointment, then keep it.

Registration in CCE classes in spring added much time in finding student applications, etc.

Nothing at this time.

2 visitations to employer, one is sufficient.

Complex and redundant paperwork. Some students do not understand requirements at all.

Paperwork!

Still some problems contacting students (mine too).

Adequate supply of handbooks. Several occasions I have had students working ½ semester without book! Bookstore is bare!

Very little.

The night CCE representative is uninformed regarding the operations of the program. I had personally lost two applicants this term because they had been misinformed by this individual. Once became bored by the 45 minute orientation. The other was told that someone else had filled his slot because he missed an orientation.

Some better method to insure students contacting me early in the semester. i.e. have the students class schedule attached to student's application.

Difficult to maintain standards; I doubt the units of credit earned are equal to usual units.

Students are tardy in keeping appointments. There should be monthly scheduled meetings. Mileage compensation should be 50¢ a mile.

Paperwork.

INSTRUCTOR SURVEY: WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

Better screening of student who really wants into the program.

Students need to assume more responsibility initiating the necessary procedures for commencing semester's work (i.e. contacting instructors and devising learning objectives).

Time-consuming paperwork. Need more scheduled contacts with students. Completing forms - particularly mileage reports - and reaching students who fail to show up for appointments.

More money.

I dislike the time required in trying to contact students at the initiation of the semester - only to find they are not planning to continue into the program!

Mileage form.

We don't get adequate pay for the students who drop after we have spent considerable time with them. Two meetings are necessary at the beginning of the semester.

I am bothered most about this. (6. You perceive student recruitment as part of your duty.) It seems to me to constitute a potential conflict of interest. It can be very self-serving for the instructor.

STATISTICAL SUMMARY

Counselor Survey: Cooperative Career Education Program
April 1983

Please check the box that best represents your answer to each item below.

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
1. The orientation students receive prior to engaging in the CCE program provides them with a clear understanding of the purpose of the course and how the program works.	1	13	4	50	1	13	0	0	2	25	2.00
2. You understand the goals and objectives of the CCE program and are able to explain them to students.	0	0	9	100	0	0	0	0	0	0	2.00
3. The requirements for enrolling in a CCE course are clear.	3	33	5	56	1	11	0	0	0	0	1.78
4. The CCE Office provides you with sufficient information concerning new and continuing CCE courses.	1	11	6	67	2	22	0	0	0	0	2.11
5. You perceive CCE courses to have academic integrity equivalent to other courses in the curriculum.	2	22	2	22	3	33	1	11	1	11	2.38
6. The service you receive from the CCE Office staff is helpful and effective.	2	22	6	67	1	11	0	0	0	0	1.89

C-1

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
7. You recommend the CCE program to students who qualify.	4	44	5	56	0	0	0	0	0	0	1.56
8. You effectively answer students' questions about the course/program or direct them to a source that can supply the answer.	6	67	2	22	1	11	0	0	0	0	1.44
9. Developing (writing) viable objectives that will be pursued during the semester is more demanding than students anticipate.	3	38	4	50	0	0	0	0	1	13	1.57
10. Actually pursuing and completing all the objectives for a CCE course is more demanding than students anticipate.	2	26	4	50	1	13	0	0	1	13	1.86
11. Taking a CCE course affords students with enriching or valuable on-the-job learning experiences, training, or other opportunities that they otherwise would not have.	4	44	5	56	0	0	0	0	0	0	1.56
12. You perceive student recruitment for CCE as part of your duty.	1	11	2	22	3	33	0	0	3	33	2.33
13. You feel confident in explaining the goals and philosophy of the CCE program to faculty or staff who might ask questions.	1	11	5	56	2	22	0	0	1	11	2.13

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
14. More than in most other instructional situations, CCE courses afford an opportunity to give individual, personal attention to student clients.	1	14	1	14	3	43	0	0	2	29	2.40
15. Students engaging in the CCE program will more likely be motivated to pursue learning in their other academic courses.	0	0	2	29	3	43	0	0	2	29	2.60
16. In general, CCE students are better motivated than other students.	0	0	1	13	3	38	0	0	4	50	2.75

17. WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

[5 responses: see p. C4]

18. WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

[3 responses: see p. C4]

APPENDIX C

COUNSELOR SURVEY: WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

Allows the students to _____ something new in their work situation with objectives and evaluation.

In some cases it provides the opportunity for students to have experiences in their work they wouldn't get through other vehicles.

Allows exploration for credit.

A potential of 16 units for "work-experience."

It provides students with the opportunity to gain work experience and academic credit.

COUNSELOR SURVEY: WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

More major/work environments/CCE programs.

Too many students still perceive it as "work credit" and don't appear to do much more than just continue on their job.

My understanding is that there are only 2-3 individual contacts. There should be more contact over the semester.

STATISTICAL SUMMARY

Administrator Survey: Cooperative Career Education Program
May 1983

Please check the box that best represents your answer to each item below.

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
1. The service provided by the CCE Office staff is helpful and effective.	2	18	6	55	0	0	0	0	3	27	1.75
2. You are able to effectively answer questions about the program or direct queries to a source that can supply the answer.	3	25	4	33	1	8	0	0	4	33	1.75
3. Taking a CCE course affords students with enriching or valuable on-the-job learning experiences, training, or opportunities that they otherwise would not have.	3	25	7	58	0	0	0	0	2	17	1.70
4. More than the typical lecture/classroom situation, CCE courses afford instructors an opportunity to give individual, personal attention to student clients.	2	17	5	42	2	17	0	0	3	25	2.00
5. You are enthusiastic about the CCE program.	1	8	7	58	1	8	0	0	3	25	2.00

D-1

	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree		(0) No opinion-Does not apply		
	N	%	N	%	N	%	N	%	N	%	Score
6. You perceive the CCE role as an opportunity to provide a liaison between the business/ professional community and the College.	5	42	5	42	0	0	0	0	2	17	1.50
7. Recompense for managing CCE courses is fair and equitable.	2	18	4	36	0	0	0	0	5	45	1.67
8. The CCE program is integral to the College sustaining a curriculum that is current and competitive.	1	8	8	67	1	8	0	0	2	17	2.00
9. Instructors who manage CCE courses are enthusiastic about their assignments.	1	8	4	33	1	8	0	0	6	50	2.00
10. The CCE Office provides sufficient information to keep you current on continuing and new CCE courses.	1	9	4	36	1	9	0	0	5	45	2.00
11. CCE course requirements are as rigorous as those of other courses at the College.	1	8	1	8	2	17	0	0	8	67	2.25

12. WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?
[9 responses: see p. D3]

13. WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?
[8 responses: see p. D4]

ADMINISTRATOR SURVEY: WHAT DO YOU LIKE MOST ABOUT THE CCE PROGRAM?

Opportunities for student experiences in jobs, contacts with prospective employers of other students.

Application of skills learned in classes in a professional environment.

Excellent leadership.

The experience afforded student and teachers.

Opportunity for students to get on-the-job experience.

Opportunity for student advancement. Contact with industry conducive to instructor advancement. (Mr. Dzida)

I believe that Dr. Thele has worked very hard to improve the overall effectiveness of the CCE program and that students do have valuable on-the-job learning experiences. It is a good worthwhile program. Many students need this training.

Opportunity for individual attention, contact with business and industry of the area, valuable on-the-job learning opportunities. (Wallace Good)

Ideally, it gives students an opportunity to learn more about what is involved in the world of work and how their talents fit it.

APPENDIX D

ADMINISTRATOR SURVEY: WHAT DO YOU DISLIKE OR WHAT NEEDS IMPROVEMENT?

The limits on the number of units and semesters of credit a student may earn are too high. Instead of 16 units and 4 semesters (which is almost as much as the total major requirement apart from CCE in some cases, or 27% of a student's degree requirement) I would propose a maximum of 3 units per semester for 2 semesters. (Wallace Good)

The assignment of some instructors and the follow-up of them fulfilling their responsibilities. Some instructors view the CCE program as an easy way to pick up some extra money and they do only the bare minimum to help the students and perform their duties.

I don't have enough information about details of program to answer this one intelligently.

More data regarding enrollment, changes, etc. would be helpful; i.e. better communication.

Stronger support from faculty not involved and administration.

Perhaps instructors need to have more control of where students do their CCE work. This might improve the amount of cooperation achieved on the part of the employer.

Since we have a practicum course for students in Early Childhood Education, it seems redundant to provide 16 units of CCE in teaching in nursery schools. The quality of the Psych 42 is much higher since a weekly seminar is included.

OTHER COMMENTS:

(In re question #8) This can and should be done even in colleges that have no CCE. (In re question #11) My impression is that this factor is quite uneven. In some cases the effort and ability required is equivalent, and in some less - I would guess that CCE is seldom more demanding.

Its impact on me has been so light that I really have no opinion on any of its aspects. (Dr. Henry Mansfield Jr.)

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